
Modern Language Bulletin

CONTENTS

	Page
EN ROUTE, HALTE!—Louise D. Nevraumont - - - -	5
A FOREWORD FOR THE YEAR—H. R. Brush - - - -	6
SOME SUGGESTIONS ON THE STUDY OF MODERN LANGUAGES—Susan M. Dorsey - - - - -	7
MODERN LANGUAGES IN NEW YORK CITY—Lawrence A. Wilkins - - - - -	9
A TRIP TO AZTEC LAND—C. Scott Williams - - - -	12
SOME PROBLEMS IN LINGUISTICS—E. C. Hills - - -	14
N. E. A. MODERN LANGUAGE CONFERENCES—Francis Murray - - - - -	18
SECTION ACTIVITIES - - - - -	21
NOTES - - - - -	26-28
Portuguese Study—Maro B. Jones	
French "Accent"—O. M. Johnston	

PUBLISHED BY THE

Modern Language Association of
Southern California

1240 SOUTH MAIN STREET, LOS ANGELES

Per Year, \$1.00

Single Copy, 35 Cents

*Two New Volumes in the Oxford French Series
by American Scholars*

**TRISTAN BERNARD
L'ANGLAIS TEL QU'ON LE PARLE**

Vaudeville en un Acte

with an autobiographic sketch by the author, edited with an introduction, notes, and vocabulary by T. E. Hamilton, Assistant Professor of Romance Languages, Ohio State University.

This well known and sparkling comedy has been edited for use in schools, colleges and universities. The play is short, easily read, and will be enjoyed even in first year classes.

A TRAVERS LA FRANCE

**Choix de Textes et D'illustrations Précède du Journal de Voyage
D'un Étudiant Américain par Félix Bertaux, Ph. D.
et Hélène Harvitt**

Avec la collaboration de Raymond Weeks, Ph. D.

This charming and interesting new French text, both in point of scholarship and mechanical features, is arranged in two parts. Part One represents the Diary of an American student from the time he leaves New York. This part furnishes a vivid picture of French life, customs and institutions, with a clear insight into Modern French Art and literary movements. Part Two provides an anthology of modern and contemporary French literature closely connected with Part One by means of cross references. Part Two may be used as a guide to contemporary French literature.



Oxford University Press

American Branch

35 WEST 32ND STREET, NEW YORK CITY



Modern Language Association of Southern California

OFFICERS AND EXECUTIVE COMMITTEE

President - - - - -	HENRY R. BRUSH, University of California, S. B.
Vice President - - - - -	C. SCOTT WILLIAMS, Hollywood High School.
Secretary - - - - -	HELEN D. SNYDER, Los Angeles High School.
Treasurer - - - - -	P. J. BRECKHEIMER, Belmont High School.
Members-at-large - - - - -	CARLETON A. WHEELER, 1240 S. Main St., L. A. LELLA WATSON, Junior College, Santa Ana. ELEANOR M. HENRY, Union High School, Ontario
President, 1922 - - - - -	ESTELLE TENNIS, High School, Pasadena.
Chairman, French Section	LOUISE NEVRAUMONT, Manual Arts High School
Chairman, Spanish Section	KATHLEEN LOLY, High School, Pasadena.

Managing Editor - - - GEORGE W. H. SHIELD, Manual Arts High School.

Regular membership dues (calendar year), including Bulletin.....\$1.50

Associate membership (open to all not modern language teachers) and to modern language teachers more than 35 miles from Los Angeles (including Bulletin) .50

Membership and subscription dues payable to the Treasurer, P. J. Breckheimer, 1240 South Main Street, Los Angeles.

A LA MÉMOIRE DU PRÉSIDENT HARDING EN ROUTE, HALTE!

Ici-bas, les uns passent et les autres demeurent,
Sous l'aquilon violent, malgré tous ceux qui pleurent,
Genre humain, poussière; tout s'envole à la fois;
Le même vent souffle, sur les gens et les bois.
Toujours au même but, mène le même sort,
C'est l'angle du chemin où s'abat le plus fort.
C'est un précipice où viennent tour à tour,
Tomber tous ceux auxquels Dieu a donné le jour.
Les bons, les sublimes, les purs, les célèbres,
Tant de flambeaux éteints au souffle des ténèbres!
Là se sont engloutis, les meilleurs de nos rois,
Et Socrate, Dante, Milton, Pascal, Louvois,
Puis tant d'autres enfin que la gloire auréole,
Hugo, même Sarah, que le trépas couronne!
Et tant de Présidents, dont Harding, bien-aimé,
Sous le fardeau, s'est écroulé, inanimé!
Certes, bien longtemps on chérira sa mémoire,
Son nom resplendira dans les pages d'histoire.
Le peuple américain ne saurait oublier,
Ce noble visage qui le fait méditer.

Alors l'humanité pense—ainsi nous sommes—
Reste éblouie, devant l'abîme des grands hommes.
Ils sont tous par la loi du haut destin penchant,
Semblables au soleil, leur gloire est leur couchant;
Ainsi que l'arc-en-ciel qui vient après la lutte,
Ce qu'ils ont de plus beau, oui, c'est encor leur chute.
Mais ces élus divins que le Maître choisit,
Vont au vrai royaume, habiter avec Lui.

Louise Delorme Nevraumont,
Manual Arts High School.

Los Angeles, le 10 Août 1923.

A FOREWORD FOR THE YEAR

Again the opening of school and college! The year and its possibilities lie before us, to be dealt with in the light of our past successes and failures, to provide an opportunity for service according to our abilities and our ideals. We approach the tasks with renewed vigor after our vacations and with the determination to work with more confidence, more persistence and more success than ever before. The right-minded teacher will always face this time with a certain solemnity, a fervor undefined, almost religious in its nature. In this complex age when the highest ideals of humanity are strangely intermingled with so much of the rawest pragmatism, let us never lose faith in the significance of the school and the schoolmaster. Let us not be unduly tempted to doubt values when we see material gains apparently set as the index of success. There will come a time for all of us when our work is finished, when the torch drops from the hand, when the material, seemingly so important at the moment, shall be revealed in its temporary nature, when only that which persists after us of our influence will give us satisfaction. Happy the teacher who can fold the hands and truly say, "I have lived!" We are the discoverers and transmitters of knowledge. As the motto of one of our great universities puts it, "*Crescit scientia, vita incolatur*;" let knowledge grow from more to more and thus may human life be blessed.

But enough; there is no intention to deliver a sermon. The thought was but to re-iterate the conviction that, just as it was the Roman's proudest boast to be a Roman citizen, so to name one's self a teacher, a modern language teacher, is to assume an honorable status, to declare a calling that needs no apology. That which is of importance at this time is to take an inventory and to decide the direction of our efforts during the months that are to come. The investigations and councils of the past year have resulted in a clearer visualization of objectives. The theories have been set forth, the methods outlined and debated. What we shall accomplish will be determined largely by the way we keep things in mind and work toward the end. If we accept whole-heartedly the plans in which we have all had a part, we shall move forward as a whole and need have no fear that the improvement will not be evident.

But there is more that we can do. Our service and the recognition for it can be increased by our efforts in a practical way. No field of teaching surpasses that of the modern languages in the opportunity for self-improvement. Let us each choose a subject for special study and pursue it throughout the year. Whether it be the Modern Spanish Novel, the *Siglo de Oro*, Naturalism and Realism, Molière, it matters little, provided that when next June comes we can have the consciousness of deepening our background, enriching our equipment and increasing our freshness and enthusiasm by that which is in essence a form of research work.

Furthermore, in these days when the questioning eye is turned toward our work, it seems in point to urge the value of acquainting the public with the object and significance of our efforts. There is far too little contact between the teacher and the community in this way. There is much talk about "educating the educators;" why not try a bit of educating the adult population to a sympathetic understanding of the purport of our part of the course? Let us try our hand in putting the wherefore of modern language instruction before the world by means of articles in the newspapers, talks before women's clubs and parent-teacher associations. How shall we expect understanding if we do not make our case plain, especially when the opposition is so vociferous?

We have it in our hands to make this year the best in our experience. To renew our faith in the value of the service that we render, to proceed with more definiteness of method toward the objectives that we have accepted, to seek the stimulus of a wider knowledge of the field that we essay to cover, and to enlighten the public upon the relation of our work to the civilization of which we are a part and that we all seek to render more serviceable to humanity: these truly are aims most worthy. If we can show progress along these lines we shall have no cause for regret when the books are closed in June.

H. R. BRUSH

*Southern Branch,
University of California.*

SOME SUGGESTIONS ON THE STUDY OF MODERN LANGUAGES IN THE PUBLIC SCHOOLS

It is hardly possible that the large committees of teachers in Los Angeles, who have been working upon the course of study of their respective subjects for a long period of time, should not have somewhat clarified their own opinions as to what the students who shall follow these study outlines may fairly be expected to accomplish. Especially is this true since the first and fundamental inquiry of the teachers engaged in this work has been directed toward the discovery of the aims to be achieved through study of a particular subject.

With our present rich, if not crowded, curriculum, it becomes increasingly difficult to find adequate time for more than a cursory course in any great number of subjects; while to lengthen the time in a few is absolutely necessary if future educational activities are to yield worth while results.

No one would argue against the desirability of giving generous space to English and social studies in an English-speaking democracy. Human behavior is influenced and determined at every point by the practical applications of scientific principles, so that it seems only rational to give space in our high schools to the study of at least elementary sciences. So we might canvass the whole list of subjects and find few if any that we were willing to spare.

It is of the place of modern languages, however, that I am to write. The place should be just as extended as the individual capacities, needs and appreciations make possible when compared with the student's other educational needs. Having been myself a teacher of foreign language, I find it difficult to escape a bias in favor of that study. I must, you see, be a bit on my guard. I frankly suggest that in modern language classes, and certainly in the ancient division, there should be a generous segregation at as early a date as is consistent with a fair trial, of those who manifestly have no linguistic aptitudes. Time is so increasingly precious for everybody that it seems a pity to permit much of its sequestration in futile attempts to master fine arts, in which category for the time being I make bold to place the acquisition and practice of a foreign language. For many students, and they are not necessarily stupid, the intricacies of a foreign language are wholly befuddling and the time spent in this study could be far more profitably used in the right kind of training in English. Please note that I am not saying that these students should be deprived of linguistic training, but that they should receive that training through the less difficult medium.

What can our students hope to accomplish through the study of a modern language in the public schools? Shall we aim to make them speakers or readers thereof, or both? There would be small excuse for the spending of two years or more on a subject if, at the end of that time, the student were unable either to read easy matter or to make himself understood in the simple conversational commonplaces. Conversation in a foreign language does not seem to be an easy matter for Americans. Our isolation from those who speak other than English confines conversational opportunities for the most part to the classroom, and large classes limit the conversational opportunity of each pupil to a mere fraction of time. Small wonder if the public school cannot produce facile linguists in foreign tongues. However, this is not to argue that no real attempt at articulate expression shall be undertaken, for the appreciation of the structure of any language and reading comprehension are aided by every effort of the student to express himself. The critical process by which the pupil decides between the correct and the incorrect in speech speeds him on his way to a general mastery of the foreign language.

When, however, we come to discuss the desirability and possibility of a reading knowledge of foreign languages gained from study in the public school, there should be no question. This should be and is an entirely possible achievement. A liberal education, that is an education that frees one, must mean the ability to roam in fields other than one's own garden plot to gather the thought and spirit of other nations in their own setting through their own language. If the teachers of modern language can encourage an even wider reading than formerly, it will prove a great incentive to the extended study of the subject. Reading may be a solitary occupation and can be carried on at home so that there would seem to be small excuse for a student to fail in cultivating this ability to the utmost. The high school library makes it possible for foreign language students to have access to easy literature other than the text, and wider, yet wider, reading will prove positively infectious.

In closing this little message, let me say that for the teachers of modern languages I have only felicitations,—it is a delightful occupation. May I also express the hope that the numbers of foreign language students, who shall acquire a real love and mastery of the language of their choice may increase?

SUSAN M. DORSEY

*Superintendent's Office,
Los Angeles, California.*

The University of Delaware instituted a new movement in college work when eight undergraduates in charge of a member of the Modern Language staff sailed for France the early part of July. These students will spend a year in study at French universities and their work will be credited as their junior year of work for a degree. Three essential features of the new plan are that each student pays his own expenses; that each group of students will be under the supervision, during the year he is abroad, of a member of the staff of his own university and that the work accomplished in the foreign universities will be credited toward the baccalaureate degree. An important detail of the plan is that before entering the foreign universities, the students will spend three months in intensive tutoring work in hearing and speaking the language so that there may be no doubt as to their ability to understand the course given so far as familiarity with French is concerned. President Hullihen of the University of Delaware in announcing the plan paid tribute to the work being accomplished through the exchange of fellowships and scholarships, but pointed out that they aim "to reach those who will become scientific investigators, scholars, and teachers; in the very nature of things a limited number. Our plan aims to reach a different type, the type of man who is going into business, the type that embraces two thirds of our college graduates of today."—Educational Review.

MODERN LANGUAGES IN THE HIGH SCHOOLS OF NEW YORK CITY

The editor of the MODERN LANGUAGE BULLETIN has expressed to me the belief that the members of the Modern Language Association of Southern California would be interested in a brief article from me, descriptive of the present-day aim and effort in the teaching of modern languages in the high schools of New York City. It is a pleasure to me to respond to his invitation and at the same time to be able thus to greet—in a personal way, if that may be permitted in a printed article—the many teachers and friends in Southern California with whom it was my good fortune four years ago to be associated for several weeks.

In brief, the great majority of our 460 teachers of modern foreign languages (who give instruction to approximately 70,000 of the 100,000 boys and girls enrolled in our 29 high schools) are still aspiring to improve, still endeavoring to keep abreast of the times, still meeting perplexing problems that arise from the present unrest in the world of secondary education in this country, and still hopefully attempting to solve those problems in the light of present-day needs.

More in detail, the following are some of the things that have most closely engaged our attention during the past year or two: 1. The selection of pupils who can derive most profit from modern language study or, perhaps I should say, the elimination of those who probably can not profit therefrom in proportion to energy and time expended by them and their teachers; 2. Greater adaptability of work to pupils by means of differentiation of course according to pupil ability; 3. The revision of the syllabus of minimum requirements which was first established in 1918, with which many of you are familiar, and in the new version of which provision is made for the differentiation above mentioned; 4. The establishment of standard lists of about 1,600 of the most common words in each of the four languages, French, German, Italian, and Spanish, together with the determination of standard lists of idioms and of verb forms for each term of the course; 5. The evolution of standardized examinations based on the standardized material just mentioned; and 6. Closer correlation with the work of the junior high school.

SELECTION OF PUPILS. After many conferences among officers of the high school department, principals of high schools, and 43 heads of departments of modern languages in those schools, after experimentation with intelligence tests, prognosis tests and different modes of classification, the following steps were taken the past school year, steps that seemed wisest in view of the many complications in our very large secondary school system. In commercial schools and commercial courses in schools not predominantly commercial, pupils were not admitted to foreign language classes in the first term (half year) unless they came with the highest general rating of A from the elementary school; but those who had a rating of B+ were permitted to choose a language in the first term if they came with a special recommendation to that effect from the district superintendent and the principal in charge of the elementary school from which they had been graduated. In other types of schools—academic or general, and technical—the matter is handled in this way: Pupils are classified into three groups, I, II, and III, by the elementary-school principal, I being the group of highest average standing at the close of the lower school course, and III the lowest. Those in group III are subjects of especial study and investigation by the high-school principal and his

staff. These children may be submitted to intelligence tests (Otis, National, or others), or to prognosis tests in modern languages, their lower school records are studied and, in short, every effort is to be made by the higher school officials to determine whether a pupil of this group may or may not take up a foreign language during the first term.

In the case of both commercial and academic pupils, those debarred from this study in the first term may begin it in the second term, if their record has been good.

The reasons for this elimination? Failure of pupils at the end of the first term (June, 1923, 29% failure in mathematics, 29% in Latin, and 24% in modern languages). Desire to cut down what is held to be too great a cost in public funds in attempting to teach children things in which they do not do well. The fact, also, that hundreds of what may be called class III, or slow, pupils leave school in any case at the end of, or during, the first year in high school to seek business positions (especially those enrolled in commercial courses), or because they have reached the age of sixteen, when the compulsory education law permits them to leave.

There are, of course, two sides of this question. It is said that in the rapidly mounting cost of secondary education the money of taxpayers should be used sparingly and for the greatest good of the greatest number; that the numbers of children coming to high school these days are greater than ever before (because of a growing desire for education higher than that of the elementary school, and because of compulsory education laws), and that the general average ability of entering students is much below that of a few years ago; that under these conditions the old program of studies—which made modern languages, either by rule or by tradition, a requisite study—must be re-shaped so as to give the more diversified students a more diversified training. In view of these conditions, the conclusion just mentioned seems sound. But on the part of many there still exists the belief that a high-school education should still be what it has been heretofore, a training of certain high cultural type, in which are included especially English, mathematics, science, history and modern and ancient foreign languages, and that those who can accomplish this cultural training should be grouped in another category and placed in another kind of school, but not in a high school. And there are those who believe, and with good reason, that the only satisfactory way at present available to determine whether a student can profit from the study of a foreign language to the extent we have set as desirable and possible, is by letting him test himself out for at least a half year, in this subject, a subject which is far more unrelated with his previous studies than is mathematics, or English, or science or history. Possibly, too, the taxpayers are willing that their children should have this trial at language study, even though it may mean the expenditure of a few more dollars in taxes. Who knows?

But in the light of the present situation, and especially in view of the attitude of many specialists in secondary education, the so-called practical, or utilitarian, or money-saving criterion is having its way. And when one sees high school after high school crowded to the doors, overflowing, many of them on "double session," and with the school building program years behind the needs of the community because of scarcity of labor and materials, past and present, this situation and attitude are not to be wondered at.

ADAPTABILITY OF WORK TO PUPIL. We have tried in New York to meet the situation, not only by eliminating in the manner described, pupils from foreign language study in the first term, but by going still further

and adapting our work more closely to the capacities of the different types of students who are admitted to that study. The new syllabus makes provision in the first three terms for three kinds of classes, for slow advancement, normal, and rapid advancement pupils. This ideal is difficult of realization because of difficulties in program making. The classification once made in the first term, it should, for proper fruition, be extended through at least three terms. It is evident that where each student has an individual program, the problem is a most complicated one. Parallel classes (i. e., classes of a given grade scheduled at the same period), which make possible the transfer of a pupil with ease from one classification (of the same grade of work) to another, without completely upsetting his program, seem imperative, and yet far from simple to arrange. We are steadily working on this problem and hope for fair success in solving it.

REVISION OF SYLLABUS. This syllabus, revised during the past sixteen months, and adopted by the Board of Superintendents in March, 1923, provides, in addition to the classification mentioned, for (1) stress on oral practice and simpler phenomena of grammar during the first year; (2) stress on the development of reading ability thereafter; (3) outside or collateral reading, in English in the first year, and in the foreign language thereafter, for which reading-credit is given. "Reading Lists in Modern Languages," a pamphlet printed separately, is provided as a guide for teacher and pupil in this reading, the purpose of which is to teach more of the life, customs, institutions and history of the foreign language studied then we have attempted to do heretofore; (4) the use of standardized lists of words, idioms, and verb forms; and (5) the use of standardized examinations.

STANDARDIZED MATERIAL. Committees worked for months preparing these lists of the more common words and idioms. Those in French and Spanish have been printed in *Le Petit Journal* and *El Eco*, published by Doubleday, Page and Company, Garden City, N. Y. They are used by us in the following manner: Against the list are checked, in comparison with the texts used (each school is free to select its texts from an approved list, while at the same time it must follow the syllabus of minimum points of grammar and amount of reading), 350-400 words in the first term, 350-400 different words in the second term, 400-450 in the third term, and 450-500 in the fourth term. In idioms, there are selected by a similar process, 30 for term I, 40 for term II, 50 for term III, and 70 for term IV. Each department thus forms its own standard lists in vocabulary and idioms. Verb forms to be mastered in each term are indicated in the syllabus.

STANDARD EXAMINATIONS. These do not mean, necessarily, uniform examinations, but rather tests based on the standardized material above described. They are formed in such a way as to eliminate the "personal equation" of the teacher in rating, to save time in marking, and to test very clearly for definite things. An idea of what may constitute such an examination may be derived from an article by the present writer in the *Bulletin of High Points* for June, 1923 (High School Division, Board of Education, New York City). This work in standardization of examinations is still in the experimental stage, but it promises to do much to definitize and clarify our instruction, and to meet the oft-repeated criticism that modern language teachers have no clear-cut conception of a definite body of material to be taught, and no standards by which accomplishment may be measured.

CORRELATION WITH THE JUNIOR HIGH SCHOOL. The program in these schools has been articulated with that of the senior high schools in such a way that the lower-school pupil covers in two years (eighth and ninth) in 16 week-hours of the normal course (3 hours per week in 8A and in 8B, and 5 per week in 9A and in 9B), what is done in one year in 10 week-hours (5 hours each in terms I and II) in the senior high school, so that on entering the upper school from the lower the pupil is assigned to a third-term class in the foreign language. This makes it possible for emphasis to be placed on aural and oral practice in the more slowly paced work of the junior school, where that practice is most fittingly initiated. A supervisor of foreign languages has charge of modern languages and Latin in the junior high schools.

And there is the story, told in its broadest outlines, of what we have been especially engaged in during the past year or so in the modern language field. It may or may not have interested you, as it is merely a record of striving with some accomplishment. Doubtless, too, you progressive people of Southern California have striven for similar ideals, possibly in a different way. Our cause is a common one, for we are all desirous of maintaining on as high level as possible the teaching of foreign languages in our great country, whose citizens have, in my opinion, greater need than ever before in their history of a knowledge of the languages of the other nations of the world.

LAWRENCE A. WILKINS

*Director of Modern Languages in High Schools,
New York City*

A PILGRIMAGE TO AZTEC LAND

The excursion to Mexico City has come to be an annual custom. In addition to the party which went with me, quite a number of others from Southern California made the trip and the California delegation was perhaps the largest. As last year, the Mexican government offered a half-fare rate from the border and also for side-trips out of Mexico City, so that it was a decided advantage to enroll for the summer session at the University. The total number, however, was much less than was expected, and it is probable that next year there will be twice as many.

The Director of the Summer School, Dr. Pedro Henríquez Ureña, is a Dominican and is rated as one of the best informed men on Spanish Literature outside of Spain, if not second only to Menéndez y Pidal. He was very eager to help every one and constantly at work to make the program as complete and effective as possible. There was a sufficient number of instructors so that the classes were not crowded and there was no lack in the variety of subjects offered. Those who attended the classes regularly and did all the required written work received certificates of credit for the number of hours taken. Other certificates were extended for attendance.

One of the most popular and instructive courses was that given by Dr. Mena, curator of the museum, in which the history and development of the various early civilizations were traced and in which a study was made of the large accumulation of relics and monuments found in the museum and at near-by points. The government has been expending large sums in excavations at a dozen different places and several trips were made by the class under Dr. Mena's direction.

Quite a number of those who joined the excursion with little thought of study became so enthusiastic that they signed up for beginning Spanish and were delighted at the progress they were able to make with the help of the policemen, the *camión* drivers, their fellow passengers on the street cars, etc. who all seemed interested in the presence of so many *estudiantes americanos* who had come such a long way to study at their university. The composition classes were not so good, as the Mexican teachers found difficulty in "making conversation" and did not seem to take kindly to the habit of correcting a stack of papers every day, but the fact that most of them knew very little English obliged them to do most of the talking in Spanish.

As was to be expected, there were several entertainments prepared for us in which music and rhetoric filled the rostrum. The Brazilian poet, Carvalho, happened to be in the City at the time and delivered several splendid addresses in Spanish and was given a great ovation by the University people. Mr. José Vasconcelos, Minister of Education, planned two fine exhibitions of the work of the elementary schools in which over 2,000 school-children took part. The American students were honored guests.

In return for these courtesies, the students raised a fund and provided an evening entertainment and dance at the banquet room of "Sanborn's" at which the faculty were the guests of the students. Dr. Ureña replied to the address of welcome and among other things said that it was the purpose of the government in inviting the Americans to come to Mexico to study, not to boast of their progress, but to make the school the real interpreter of the spirit of the people under the new regime (which they call revolutionary) as they seek to "find themselves" and to grow along the lines of their own national life. Instead of imitating, the foreigner, they are trying to discover and develop what they have, conscious of many defects and failures, but strong in the belief that Mexico has a place and a destiny among the nations and that she must work out her own salvation in her own way and for the common good of her whole people.

We heard the statement many times in the lecture halls that the Diaz regime was overthrown because it had become intolerable to the people and that the revolutions of 1911 and 1914-17 were not political but social, a nation-wide revolt against the commercializing of the nation by providing a material prosperity for the few at the expense of a degraded social condition for the many.

A few days after this reception the entire school went *en masse* to the National Palace and in the "salón de embajadores" were received by President Obregon. On this occasion some resolutions were presented outlining a project which is not being mentioned in this country till a little later when it is hoped it will be received with the same enthusiasm that was manifested by Mr. Obregon when he heard of it. Again in his reply (which was a splendidly worded address though entirely *ex tempore*) the note was again clearly sounded, that the government is the result of a social revolution in which those in office are solemnly pledged to work always for the good of those who for so long have been deprived of their rights.

One of the delights of the excursion was the meeting of fellow teachers from all parts of the United States, many of them members of our AATS, with whom it was possible to "talk shop" and get many side-lights on the

[Continued on Page 28]

SOME PROBLEMS IN LINGUISTICS^①

When children learn a language naturally, there are two fundamental processes which they use. First they learn by association the meaning of the sounds which they hear. Secondly, they learn to imitate these sounds. The two processes are co-ordinate and move on together, but hearing must always precede speech.

Both the hearing of the sounds and their articulation affect the memory. In the case of hearing, the effect of the vibrations of the air is conveyed by the auditory nerves to the brain and leaves a record there. In the case of articulation, the movements of the muscles are noted by the brain. At the same time, the movements of the muscles when we speak produce sounds which enter the ear and are conveyed to the brain, and the brain learns to associate the articulatory movements with the sounds that are heard. This double and co-ordinate memory is sometimes called auditory-articulatory imagery. It is through hearing one's own speech that the brain keeps control of one's articulatory movements. If the sounds that one makes differ noticeably from those which one hears others make, the brain adjusts the articulatory movements this way or that until the difference disappears. This flexibility of adjustment is found in all normal children, but it becomes less and less as we grow older.

The writing of a language and the reading of written marks or symbols is quite a different matter. Writing is a highly artificial and relatively modern device. Most human beings who have lived in this world have never learned to read and write, and I presume it is quite correct to say that the majority of those who live now can not do so. Writing, as it is known in the western world, is the use of certain conventional marks to indicate sounds. When we learn the meaning of the marks, we can make the sounds which they represent. Thus the marks or letters d-o-g, for instance, indicate certain sounds. If we make these sounds as indicated, both their articulation and the hearing of them convey a meaning to the brain, and we know that a certain animal is meant. But these symbols have no meaning for the normal child before he has pronounced them aloud and ascertained their meaning by both articulating the sounds and listening to them. Until very recently children were taught to read only aloud. I am sure we have all heard of the old schools where the children made so much noise when studying that some of the more sensitive pupils were obliged to cover their ears with their hands in order to think.

In the course of time, some of us learn to read the written page and get the meaning without making any sounds. How can we do it? In lieu of a direct answer, let me tell a story that illustrates it. Many years ago I had acute inflammation of the throat, and a skillful specialist directed me not to speak for a time and not to read. "But," I said, "certainly no harm can be done by reading to myself silently." "No," he replied, "you must not even

^①An address given at the meeting of The Modern Language Association of Southern California, April 28th, 1923, at Ontario, California.

Professor Hills prefaced his address by reading extracts from papers handed him by a number of his students, criticising very frankly the teaching in modern languages which they had received. Among the things to which some of them objected were, too much reading and translation, too much grammar and rules, lack of opportunity to talk, insufficient foundation for pronunciation. Others stressed the necessity of a thorough understanding of grammar, of hearing and dictation, of more composition, of information about the countries studied. Most of the papers which he had received, Dr. Hills said, indicated a craving on the part of the student to have modern language work tied up with history and, possibly, geography.

He then quoted from an article by Mr. Lawrence E. Wilkins, Department Director in New York City, stating that it is estimated that there are 750,000 students of modern languages in the United States. Teaching these students is no mean occupation. In New York, failures in mathematics average 5 to 8 per cent higher than in modern languages. Grammar School principals divide pupils entering High School into three sections, and only A and B students are allowed to take a foreign language in their first term, except by passing a prognosis test, or by special permission. Such a system of determining who is to take a foreign language is, however, largely guess work. In view of the objections that many principals, themselves unacquainted with the subjects under discussion are making to the teaching of modern languages, it is pertinent to observe that modern languages afford training in observation, comparison, deduction and induction, linguistics and logic.

The speaker went on to say that he considers University requirements in pedagogy and methodology too great; more time is needed in basic work on the subject matter. A Teachers' Course, including practice teaching, should be given by an experienced instructor, with possibly two hours of History of Education. Few professors of history of education and school administration are qualified to give advice as to the method of teaching foreign languages. Since this is highly specialized work, only those who have had much experience have a right to speak with authority.

do that; for, as you read, the vocal organs of the mouth and throat are in motion. They do not, perhaps, produce audible sound, but they move enough to cause articulatory imagery in the brain by which the meaning is conveyed. No, you must not read at all until your throat is better." The physician was perfectly right, and from him I received my first lesson in the physiological psychology of the silent reading of written sounds.

Writing, therefore, is merely a system of marks by which we can record sounds on some material such as paper. When the sounds are thus recorded, any one who has learned the significance of the marks can utter the sounds which they indicate and can thus learn their meaning. That is what is meant by reading, and reading aloud differs only in degree from silent reading, since in both cases the articulatory muscles move and the brain perceives the movements. How then, should our students learn to read a foreign language?

This question is important in view of the fact that some of our leading schoolmen hold that the ability to read a foreign language is of first importance, and the ability to speak it and to understand it when it is heard is quite secondary. Our high school pupils are certainly too old and the time is too short to learn a new language as small children do, merely by hearing it and imitating it without conscious effort through a period of several years. The high school pupils must make conscious effort and they must avail themselves of every possible shortcut in the acquisition of a foreign language. The wise teacher can be of invaluable service in guiding the pupil aright and in helping him over the difficult places, but after all, the teacher can do nothing if the pupil does not work.

Should the pupil, with the help of the teacher and with the aid of every possible shortcut, learn to speak the new language and understand it when he hears it, before he undertakes to read and write it? That would be the natural method, of course, and some excellent teachers give their pupils several months' training in hearing and speaking the new language before they begin to read it. Most teachers, however, are of the opinion that high school pupils are too old to follow the natural method, even to this extent, and so they have them begin the oral and written work together. To the auditory and the articulatory images there is now added a third, the visual image, and the skillful instructor will teach his pupils to co-ordinate the three images in his memory. The pupil hears the living word or expression, he articulates it, and finally he sees the phonetic symbols that represent it. If he looks at the written word while at the same time he pronounces it distinctly, and listens to his own voice, the three impressions—auditory, articulatory and visual—which the brain receives, are simultaneous and co-ordinate. I am convinced that this triple co-ordination is a great time-saver for pupils who are ten years of age or older. It is true that at first they give the written symbols the phonetic values that these have in their own English speech. Thus the Spanish *b* is pronounced by them like English *b*, and the French *r* is pronounced like their native *r*, which is, to be sure, quite different if they come from Boston from what it is if they come from Minnesota. But the skillful teacher, with the help of some practical phonetics, can slowly but surely correct these wrong speech habits in most pupils who desire to learn.

If the curriculum of the school allows the time—and I should put the minimum amount of time that is needed at five hours a week for two years—the pupils should certainly be taught just as far as possible to speak the language and to understand it when they hear it. Then, when they read it, they can use the auditory-articulatory imagery of the foreign language and understand the meaning of the words without translating them into English. If they do not learn to speak and understand the foreign language fairly well, they must put it into English in order to understand it.

My father studied French in college by the old "grammar and translation method," and he never learned to speak it. In late life he read French novels occasionally and he translated them into English. He could do nothing else, if he read them at all, since he did not know spoken French. I have sometimes raised the question in my mind whether he really knew French at all. For him, the letters *p-a-i-n*, for instance, were merely another way of writing "bread." When he saw *j'ai faim*, he said audibly to himself, "I am hungry." In every case the French written expression raised in his mind the image of an English expression, which in turn evoked the idea. If a student has learned to write English words and expressions in two ways, as for instance the word "bread" with either *b-r-e-a-d* or *p-a-i-n*, can we say that he has learned French?

I think not. He may be able to obtain the meaning in a very imperfect way, but for him written French is merely another way—awkward or picturesque, according to his point of view—of writing English. Moreover, I am of the opinion that such a method of learning to read a language involves a great waste of time. I believe that the students and the teacher save both time and energy if they persist in oral and aural work at least until the students can express simple thoughts in the foreign language and can understand it when they hear it spoken slowly and distinctly. Then and then only should students be required to do independent reading.

Professor Franklin Bobbitt, discussing the advisability of teaching public high school students to speak a foreign language and to understand it when they hear it spoken, is quoted as having said recently at Los Angeles: "It is doubtful if the taxpayers are justified in investing in a speaking and writing knowledge of French or German" (Spanish, he adds, may be an exception in cities situated as is Los Angeles). "A reading knowledge can be developed inexpensively. Public taxation should not be employed to provide or to train for mere enjoyments that cannot be justified on a basis of positive social values to those who pay the bills."

He added that in learning to read a foreign language, the oral element should be "merely sufficient" to develop a good pronunciation. This assertion may be true, but before we are willing to accept or reject it, we should have a definition of terms. What is a good pronunciation? In my opinion, a good pronunciation is one that is easily understood, and which is not offensively foreign to the language spoken. All experienced teachers know that such a pronunciation can be acquired only by actual practice in hearing and speaking the language.

Professor Bobbitt's plan of teaching our young people merely to understand a foreign language when they read it, without being able to speak or write it, has no experimental data by which it may be tested. Theoretically, such a plan would develop in the minds of the boys and girls chiefly a passive vocabulary. They would come to recognize words when they saw them, but they could not use them. Their active vocabulary would be negligible, since it could be acquired only by speaking or writing the language.

Professor Bobbitt has also advised that there should be little or no translation from the foreign language into English. Now, this raises an interesting question. If, for example, a student can not speak French, and is not allowed to translate it into English, can he "read" it at all? He can not read it as French, nor can he read it as English. The only other alternative would be to get the meaning of written French merely by looking at it, without making the articulatory movements of either French or English. Any trained phonetician knows that the normal child does not do that.

The same gentleman expressed his opinion that, after a student has once begun the study of a foreign language, the reading of the language should continue till the end of the high school course; but, he says, "this does not demand class work. Reading is best done out of class." This advice, in some respects is excellent. If students begin the study of foreign language during their first year in the high school and continue the work for, say, two years, they should not be allowed to forget it while they are still in school. They should at least do some reading in the foreign language in the third and fourth years. And there is no question in my mind that they ought to read out of class.

But the reading that they do at home or in the library should be discussed in class, for there are always difficulties of thought or of language to be solved. The student can solve many of them alone in time, but some difficulties are quite beyond his reach without assistance. As a measure of economy we need teachers to help the students over the most difficult spots.

At this point I hope I may not seem to be unduly critical when I say frankly that in my opinion few professors of the History of Education, or of School Administration, are qualified to give advice as to methods of teaching foreign languages. These gentlemen are certainly entitled to express their views with regard to the relative values of foreign languages, of mathematics, of the natural sciences, of history, etc., in the high school curriculum; but when they undertake to tell us how foreign languages should be taught, they are without their province. The teaching of foreign languages is a highly specialized profession, and only those who have made it their life work are entitled to speak of it with authority.

In an address given at Los Angeles a few weeks ago on administration of high school courses as a whole, Professor Bobbitt said "the most important field of training today is that of the social studies, and by social studies we mean any kind of studies which will develop social understanding and social good-will." In order to bring the matter before us for discussion, let us accept this postulate and take for granted that these are the most important studies in our high schools. Before we go far we must come to an agreement as to what is meant by "social understanding and social good-will." Are we limiting the application of these terms to the people of our own country, or do we include all mankind? Are we seeking to establish good-will merely among ourselves? Or are we also endeavoring to promote "social understanding and social good-will" between our people and those who live in other lands? I sincerely hope that we can take the broader view. One of the lessons of the World War which our people ought to take to heart is the need of understanding and good-will among the nations. It is not enough to develop these fine qualities among ourselves.

In the lecture to which I referred, the speaker went on to say that in his opinion the social studies are "history, geography, economics, and studies of occupations." This is an interesting list, and I am frank to say that it contains subjects that I should never have thought of including among those of prime importance in developing "social understanding and social good-will," even if these be limited to the people of our own country. Certainly, if we desire to promote understanding and good-will in our relations with our neighbors, we should know something of their language and not be ignorant of their thoughts as expressed in their literature.

One of the important objectives of the study of foreign modern languages is to eliminate provinciality of thought and to develop a world consciousness; but Professor Bobbitt said that in his opinion teachers of foreign languages tend to exaggerate the value of their work in achieving this objective. This may be true, in fact I am inclined to believe that all of us—even educational experts—tend to exaggerate the importance of our own work; but there is no denying the fact that we of the United States have our full share—and perhaps a little more than our share—of racial conceit. I am frank to say that I thank the good Lord for permitting me to live in this country rather than in some others; but at the same time, when I return from other progressive lands and note the indifference—shall I say the ignorance—of many of our people toward the achievements of other nations, I am troubled. The nations of the world are becoming a great family. They may quarrel even as members of a family quarrel sometimes, but they cannot isolate themselves and be successful. In the future only those nations will prosper who have a well developed world consciousness, who know what their neighbors are doing, and who are ever on the alert to meet competition. It seems to be our fate, whether we will or no, that we pass from the condition of an isolated agricultural nation to that of an industrial and cosmopolitan people. Our size and our numbers, and our geographical position, have made the change inevitable. Formerly we were like the old-fashioned farmer who lived far from town and was sufficient unto himself. Now we resemble the business man in a large city. Conditions have changed and we can no longer live apart from other people. Shall we be prepared to meet the new conditions? Only time can tell, but if we do develop a satisfactory world consciousness, no small part of the credit will be due to the teachers of foreign languages in our schools and colleges.

After all, there is nothing that will take the place of steady, persistent, painstaking work in the basic subject. We may and we should give thought to methods of presentation. We may try this method and that; the grammar and translation method, the natural and the direct methods, the eclectic method, etc. The methods change, but the French, or Spanish, or German remains ever the same.

Although it may perhaps seem not quite pertinent to the present discussion, I hope you will not object to a consideration of a problem that of late has become of live interest. I refer to the relation between the study of subject matter on the one hand and of methodology on the other. How much time, for instance, should a college student who is preparing himself to teach Spanish in a high school devote to the study of Spanish and how much time should he give to the history of education and to other pedagogical subjects? Formerly the students who were preparing to teach took little or no work in

pedagogy, or methodology; they would probably have been better teachers if they had taken some. There was too little methodology then.

But conditions have changed. A college student, in order to secure a California "High School Credential," must take a course in each of the following subjects: History of education, Principles of Secondary Education, Civic Education, School Management, Directed Teaching, a Teachers' Course, a course in California School Law, and an additional elective course in the Department of Education, amounting all told to twenty-one semester hours, or a little more than two thirds of a year's work.

I have come to believe that for teachers in the secondary schools these requirements in pedagogy and methodology are excessive, and I should prefer that less time be devoted to them and more time be given to a study of the basic subjects that are to be taught. It seems to me that a good teachers' course of two hours a week throughout the year would provide enough theoretical methodology. The course should include a thorough study of pronunciation, a careful review of grammar, the reading of books and articles on the teaching of modern languages, and the examination of text books. For practical training in methods there should be a course in practice teaching under supervision amounting to, say, five semester hours. These two courses would probably be sufficient, but I should not object to the addition of an elective two-hour course in the History of Education for those who want it and have the time to spare. Both the teachers' course and the practice teaching should be given by experienced instructors who have specialized in the language that is being taught, for otherwise these courses would be much too theoretical. Then let those who wish to become administrative officers in the public schools study the Principles of Secondary Education, School Management, and other allied subjects, but do not require these courses of all prospective high school teachers. It would be better if they gave the time to a more thorough study of the subject matter which they are to teach.

University of California.

E. C. HILLS

THE MODERN LANGUAGE CONFERENCES of the NATIONAL EDUCATION ASSOCIATION

JULY 3RD TO 5TH, 1923.

During the session of Tuesday afternoon an interesting address was given by Prof. Edward Armstrong on "Nothing but Words;" another by Prof. Antonio Solalinde of Spain on "Los Escritores Representativos de Hoy."

In his discourse Professor Solalinde in classifying the authors of today, said:

Unamuno es el grand pensador; Azorín, el escritor de lo pequeño del pueblo; Inclán, el del preciosismo, de una lengua cincelada; Baroja, es el escritor de la crónica, no le importa la gramática. Entre los jóvenes Perez de Ayala es el escritor clásico; Ricardo León escribe como los del siglo XVI.

En verso Rubén Darío ha traído una manera diferente; Juan Jimenez escribe de la vida del interior, la Andalucía interior, de lo más íntimo y por eso es muy difícil de comprender. Antonio Machado es el mejor de todos. Está más en contacto con la vida; Manuel Machado es el poeta de los toros, de las fiestas de Andalucía.

On Thursday afternoon Mr. Oliver Johnston of Stanford University interested the audience in "Some Suggestions on Interpretation of French Grammar."

During both session Mr. C. A. Wheeler, director of the Modern Language Department of Los Angeles, discussed the present tendency in the valuation of the teaching of modern languages. He mentioned the criticisms that are being made by leading educationalists, among which are

the following: (1) that since language teachers themselves state that one year of a language is of little value, therefore the time spent on it by pupils leaving at the close of the first year is wasted. This constitutes not only a waste of the students time but of the money spent for that instruction; (2) that pupils do not get a usable knowledge of the language in the high school, neither for speaking nor for translation purposes; (3) that teachers of languages do not identify themselves with the activities of the schools as do those of other departments; (4) that teachers are not trained in a speaking knowledge of the language and do not use it sufficiently in their class room; (5) that the percentage of students who use the language in business is so exceedingly small that it is a waste of money to provide instruction for the many in order that the very few may be accommodated; (6) that as taught at the present time, Spanish does not prepare students to think internationally.

Mr. Wheeler said that the men who make these criticisms are men eminent in the educational world and in a position to carry out their opposition to the teaching of these subjects if their criticisms are not satisfactorily answered. He reviewed the situation in Los Angeles where Professor Bobbitt of the University of Chicago has been surveying the courses of study. Dr. Bobbitt had presented to the Modern Language teachers a set of assumptions which if made the basis of the Curriculum, would have excluded languages from most of the courses. The teachers, however, with the co-operation of their director submitted their own assumptions and with these modifications a working basis was arrived at. Mr. Wheeler and his teachers have set themselves the task of so improving the classroom work as to make these criticisms impossible. They have formulated a set of pupil experiences and activities which will vitilize and make more practical the teaching of languages.

Professor C. E. Hills, of the University of California, stated that Dr. Briggs of Columbia University has taken much the same stand as Professor Bobbitt, and that the courses in New York are being greatly modified under the leadership of Mr. L. A. Wilkins, the supervisor. Dr. Briggs was quoted as being of the opinion that the objective to be sought is an international-mindedness on the part of students, and that this objective could be attained much better by the study of the country's geography, history and literature *through translations*. The chairman felt that unless this program is carried out, languages will disappear from courses of study in the near future. Professor Hills reminded us that what we teachers think and say matters little. It is these men in positions of influence who will shape the course of events in the future, unless we are up and doing, and find some way to achieve better results.

FRANCIS MURRAY

Piedmont, California.

ADVICE: In general, it is not advisable for a student to elect a modern foreign language, 1. If he is poor in English grammar and spelling; 2. If he does not hear and distinguish sounds fairly accurately; 3. If he cannot imitate sounds with considerable accuracy; 4. If he does not enunciate clearly; 5. If he cannot memorize readily; 6. If he is not willing to overcome by serious effort the aforementioned handicaps; 7. If he is not willing to work hard and to put in sufficient time and sustained effort on oral practice at home or outside of the recitation room.—A Department Circular.

RESOLUTIONS ADOPTED AT THE MODERN LANGUAGE SECTION OF THE N. E. A.

The following resolutions, proposed by Mr. C. A. Wheeler, Supervisor of Modern Languages in Los Angeles City, were passed July 5th, 1923, at the San Francisco meeting of the Modern Language Section of the National Education Association.

WHEREAS there is at the present time only one fairly-well organized group of modern language teachers in the seven Pacific Coast States;

WHEREAS there is evident need for live professional thought and action on the part of all modern language teachers throughout the country;

WHEREAS in 1915 a good start had been made in organizing a Pacific Coast League of Modern Language Teachers, to be affiliated with the National Federation of Modern Language Teachers;

WHEREAS this movement was interrupted and temporarily set aside by modern language conditions incidental to the Great War;

WHEREAS there is no good reason at the present time why such a league cannot be formed, and there is every reason why it will be useful; and

WHEREAS there is at present one group of modern language teachers on the Pacific Coast sufficiently numerous and sufficiently well organized to inaugurate once more a movement for a Pacific Coast League of Modern Language Teachers;

THEREFORE be it resolved by the members of the N. E. A. Modern Language Conferences, who come from the States of Washington, Oregon, California, Arizona, Nevada, Utah and Montana:

(a) That the time is ripe for a union of all our forces locally, and for national co-operation;

(b) that we do herewith ask the Modern Language Association of Southern California immediately to take steps to get into touch with every modern language instructor in the secondary schools and the universities and colleges in these seven Pacific Coast States, with the view to organizing them effectively as a branch of the National Federation.

WHEREAS, it is generally recognized that at the present time the study of Modern Languages in secondary schools and colleges is being subjected to criticism from several directions;

WHEREAS, in recent years similar attacks have been directed against Latin and against Mathematics;

WHEREAS, recognizing the seriousness of these attacks, the Classical Association of America and the Mathematical Association of America have launched and carried through extensive investigations into the status of their respective subjects, these investigations covering two or more years each and resulting in comprehensive reports which have already had great influence on the teaching of these subjects and on their standing in the estimation of the public; and

WHEREAS, the body apparently best suited to undertake a similar exhaustive survey for the subject of Modern Languages is the National Federation of Modern Language Teachers;

THEREFORE BE IT RESOLVED, by those present at the 1923 N. E. A. meeting of Modern Language teachers that we earnestly recommend to the National Federation of Modern Language Teachers the immediate initiation and the careful carrying through of a national survey of Modern Language problems along the lines so successfully followed by the Classical Association.

SECTION ACTIVITIES**FRENCH SECTION****PROCÈS-VERBAL**

La réunion de la section française de l'Association des Professeurs de Langues Modernes eut lieu à l'école de Santa Ana, le 28 Avril et fut dirigée par Mlle Bertha Drabkin qui eut l'honneur et le grand plaisir d'offrir une médaille représentant "la Gaule" à Mr. Carleton A. Wheeler, Directeur des langues modernes à Los Angeles, de la part de la Colonie Française. Cette récompense lui fut offerte en remerciement de son activité et dévouement infatigables, au service de la propagation de la langue française à Los Angeles. Mr. Wheeler a reçu nos plus chaleureuses félicitations. En adressant ses remerciements, il a annoncé qu'une médaille de ce genre, serait offerte, chaque année, au professeur, qui se serait le plus distingué et dévoué pour l'enseignement et aurait aidé au développement de cette langue. Ce qui fut accueilli par de vifs applaudissements. Il a annoncé aussi que le Directeur du journal, "le Times," comptait organiser de petites causeries pour le radio, faites par les membres de la Colonie Française et que les meilleurs élèves des classes de français seraient invités à aller les écouter. La meilleure heure étant de 11 heures à midi, il faut obtenir la permission des Directeurs d'écoles afin que les élèves puissent assister au moins une fois ou deux par semaine.

ESTHER CECILE ADAM, Secrétaire.

Les élections pour la section française, saison 1923-24, ont été comme suit: Président, Mme Louise Nevraumont, Manual Arts High School; Secrétaire, Mlle Esther Cécile Adam, Le Conte Junior High School; Trésorier, Mr. P. J. Breckheimer, Belmont High School.

Mr. Brunswig, Président de la Colonie Française a promis d'offrir deux médailles françaises, à la fin de l'année, de la part du gouvernement français, aux deux élèves les plus méritantes dans nos écoles supérieures.

**RELATIONS DE L'ENSEIGNEMENT DU FRANÇAIS ENTRE
LES ÉCOLES SUPÉRIEURES ET LES COLLÈGES**

Dr. Fite de l'Université de Californie (Branche du Sud) a parlé de la bataille perdue, entreprise maintenant par des études cultivées, contre les métiers et plus d'intérêts pratiques. Il a déploré le but, trop matériel de notre civilisation. Il a comparé la situation du champ de langues modernes à celle des classiques et a demandé si les premiers devaient aussi s'en aller de côté. Le français est en grand danger à cause de l'emphase placée maintenant sur l'espagnol pour des raisons commerciales, puis le retour de l'allemand dans l'enseignement. Mais le français est la seule langue moderne de la plus haute valeur, au point de vue culture, la seule qui puisse être comptée pour remplir suffisamment la brèche laissée par les classiques. Les grandes et durables contributions de la France à l'histoire du monde, les idées, les sciences, la politique, la musique et tous les autres arts.

Quelle meilleure préparation pour la vie, peut-être donnée au jeune étudiant que l'étude approfondie pour les connaissances et la compréhension d'un fond si riche et si illimité?

L'appel aux armes. La langue française a été mal enseignée et d'une manière insatisfaisante. Il nous faut perfectionner nos méthodes et nos professeurs, si nous voulons attirer la classe d'étudiants la plus élevée, sur une telle étude et les conserver pour des études plus développées sur ce sujet, au collège ou à l'université. Comment cela peut-il se faire?

Plus d'études, lecture constante, pratique phonétique et surtout séjourner au pays même ou l'on parle français.

Aucun professeur ne devrait entreprendre d'enseigner une langue moderne à moins qu'il ne sache la parler couramment et avec un bon accent. Avant tout, dans la salle de classe, le professeur ne devrait pas essayer de se restreindre, comme si sa tâche était ailleurs, mais devrait se donner entièrement à son travail. En enseignant une langue vivante, si le professeur est loquace, il est toujours à craindre qu'il ne parle trop au lieu de faire reposer la tâche principale et la responsabilité sur les élèves. Le professeur devrait fournir de guide et de stimulant mais devrait prendre bien garde, de ne pas employer lui-même trop de temps, qui est déjà si limité.

Si on va visiter les classes de certains professeurs, considérés remarquables, on trouvera qu'elles devront être (auditives) plutôt que (communicatives) et que les élèves ont très peu de chance d'exprimer et de développer leurs idées. Ceci est une des pires tendances de l'enseignement américain. Le professeur fait trop pour les élèves et ne les encourage pas assez à penser, eux-mêmes. Il leur donne rarement une tâche originale mais une tâche préparée et trop aisée. Si l'on donne seulement une tâche moyenne, on obtiendra rien de plus, tandis que si l'on donne une tâche maximum, quoiqu'il ne la fasse souvent pas entière, l'étudiant trouvera de plus en plus possible, le moyen d'en faire la plus grande partie.

Il est surtout, très important, de maintenir des relations chaudes et étroites entre les écoles supérieures et les collèges afin qu'il y ait un échange constant d'efforts et de réponses des deux côtés. Afin, aussi que le bon travail commencé ne soit aucunement dévié ni perdu, mais continue comme un ruisseau frais et rafraichissant à alimenter et animer le plus riche fond de notre être.

LOUISE NEVRAUMONT.

Manual Arts High School.

SPANISH SECTION

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

At the fourth annual meeting of the Los Angeles Chapter of the American Association of Teachers of Spanish, held at Ontario on April 28th, the following officers were elected:

President: Miss Kathleen Loly, Pasadena High School; Vice President: Mr. C. D. Chamberlin, Santa Ana High School; Treasurer: Miss Edith Johnson, University of Southern California; Secretary: Miss Margaret Roalfe, Lincoln High School, Los Angeles.

THE SOLALINDE LECTURES

Dr. Solalinde's lectures, the week of May seventh—three given at the University of Southern California, the fourth, under the auspices of the A. A. T. S., at the Ambassador Hotel,—were a rare treat. The writer was privileged to hear three of them: *La generación del '98*, *Azorín*, *Pío Baroja y Valle Inclán*, and *Alfonso el Sabio*.

In the first, Dr. Solalinde said, (among many other things):

One idea unites the "men of '98": the negation of everything. Into the last years of peace and satisfaction come these young men, saying, "All is evil" (*Todo es malo*). To them Campoamor is a poet for children, Castelar a hollow orator, Echegaray a writer for effect, Menéndez y Pelayo a reactionary critic. They form a closed society which does not admit Blasco Ibañez nor Ricardo León. They have given us an epoch flourish—remarkably in all branches of literature.

Among them stand out three pioneers. The first, Joaquín Costa, "el León de Graus," (a man little known, of an insufferable disposition), believed that the troubles of Spain arose from the separation existing between the people and those who governed them, and that Spain needed two things, "*despensa y escuela*." He was a student of representative legends.

The second, Francisco Jinér de los Ríos, was supervisor to his writings: the most perfect idea of what the saints should be,—all energy, but with a sweet and gentle tone. He inspired a reform in methods of teaching, especially in the higher schools.

Of the third, Miguel de Unamuno, professor of Greek and Dramatic History, it has been said that he would be the first heretic of his own religion. He is paradoxical, a maker (*forjador*) of great phrases. A political writer, he goes deep into the most hidden crevices. Everything is to him a subject for severe criticism.

To some of us, the most enjoyable part of the second lecture was the sidelights which Dr. Solalinde threw on the personality of the men whose literary style he discussed: Azorín with his red umbrella; Pío Baroja collecting material from the conversation of the bread-vendors when they came to settle accounts in the *trastienda*; Ramón Valle with self-adopted additional names, his whiskers and his monacle.

Characteristics of Azorín's style are a lack of conjugations, repetition of the pronoun, a fondness for the minute. He carves with a chisel. His writings may be divided into three classes: Spanish life; the history of Spain; Spanish reality, as found in the classical writers. Azorín is rather a critical essayist than a novelist, but he never gives a direct criticism. Insignificant details of love are all that he knows how to express. His writings are truly Spanish, but he himself says that he does not expect them to endure.

A lack of will is characteristic of both Azorín and Pío Baroja. The latter would like to be a hero, but finds staying at home too much to his taste. Educated as a physician, he abandoned his profession to take a share in the bakery business, long established by his family. He is a subjective writer, whose great desire is to attack something or someone, to annoy some reader. His novels are a crushing criticism of the times, —though they are rather a series of notes and portraits than novels. He paints extraordinarily well vagabonds, men outside the law,—always the harsh, unpleasant side of life. The trilogy, *La lucha por la vida*, with its similarity to the picaresque novel, is essentially characteristic of Baroja. He himself considers *Zalacain el aventurero* his best book.

His stories of the Carlist wars, (*Memorias de un hombre de acción*), while they contain no plot, are real history. Besides his novels, he has written essays and a comedy in dialogue: *Juan de Alzate*.

Valle Inclán is all literature. His conversation is a novel. If he hears a murder mentioned, he can immediately tell when, where, and why the murder was committed, with all its details. He has an extraordinary imagination. Valle Inclán has two preoccupations: the lower classes of Galicia, (he is a *Gallego*), and the extraordinary noble whose part he would like to play. He knows how to copy, but his work contains something beyond what he copies. He invented a new form a war-novel, containing a single episode. For him the central theme is always the passions. He is a poet,—narrative, never lyrical. His theatrical efforts have failed.

The final lecture was doubly interesting because the old Spanish music and the reproductions of the remarkable miniatures of Alfonso X, which accompanied it. Perhaps its most charming feature was Dr. Solalinde's relation of some of the "Miracles of the Virgin," of which he said, Alfonso el Sabio had made one of the best collections in any language.

The luncheon which followed formed a pleasant ending to this delightful series of lectures.

THREE RESOLUTIONS

At the joint session of the Modern Language Association of Southern California, held at Ontario, on April 30th, Mr. C. Scott Williams, Hollywood, presented three resolutions, which were accepted by the Association, and which read as follows:

I. INSTITUTE SPEAKER

WHEREAS the offer has come from Mr. Lane, Assistant Superintendent of the City Schools of Los Angeles and in charge of the Institute Program for next December, to provide a lecturer of national reputation who will send out a syllabus and bibliography as early as September, and during Institute week will give a series of nine lectures on some particular topic, and

WHEREAS, the officers of the California Teachers' Association, Southern Section, are willing to co-operate in this plan for the other days of Institute week,

Be it resolved:

1. That we, as an Association of teachers, are in hearty accord with the plan,
2. That we will urge upon our members living in L. A. County to secure the syllabus and attend the conferences, and
3. That we urgently request that among the topics to be discussed, a thorough consideration be given to the relation of the study of modern foreign languages to the curricula of the high schools.

And be it further resolved,

That we request that, in addition, some educator of note be secured who will give an address on the place, the scope and the technique of Modern Language teaching in schools and colleges.

II. COURSES OF STUDY

WHEREAS a great deal of study and labor has been put forth by teachers of modern languages in the various high schools of the Southland with the two-fold purpose of improving the work of the department and adjusting the teaching of foreign language to the different needs and grades of pupils pursuing the studies,

WHEREAS the courses of study already outlined or in process of preparation indicate many important changes both in purpose, scope and technique, and

WHEREAS the frequent transfer of pupils from one school system to another within our Association limits makes it a matter of importance that our work in this department in the various schools should be closely co-ordinated,

Be it resolved:

1. That all Association members be urged to undertake a study of these various courses of Modern Language study that are being outlined and of the merits of changes that are being made and proposed;
2. That a committee composed of one teacher from each of several representative school systems be asked to collate and compare these courses, reporting to the Association at the October meeting such matters of outstanding importance as should be discussed, and
3. That they present their report in such a form that it can be distributed for further study and action by members of the Association.

III. STANDARDIZED TESTS

WHEREAS a very creditable beginning has been made in the application of intelligence tests for the classification of pupils in modern language courses by Miss Henry of Manual Arts High School as reported in the April number of the MODERN LANGUAGE BULLETIN, and

WHEREAS we all know by experience there is a greater variance in the abilities of students to acquire an understanding and speaking knowledge of a foreign language than in the acquiring of almost any other subject offered in our high school courses, and

WHEREAS the fact that we are teaching a living language presents a constant temptation to emphasize certain units of instruction more than others and produce great irregularities in the advance of the pupils,

Be it resolved:

1. That we, as an Association, recognize the merit and the need of a closer supervision of the progress of our pupils by means of prognosis and special intelligence tests;
2. That we urge the members of our Association to make personal experimentation with standard intelligence tests and other special language tests during the next school year;
3. That we suggest the interchange of examination papers between teachers for the purpose of comparison and standardization;
4. That we urge teachers working in the same school system to try out, during the coming school year, uniform examination questions for the same units of study, and
5. That a committee be appointed to which reports of progress can be made and which will make a careful study of standardized tests and report their results later to the Association.

NOTES

SUGGESTIONS FOR PORTUGUESE STUDY

The most serviceable Portuguese grammar for the English speaking student is the Thomas book of the Hossfeld series, published in this country by Peter Reilly, Philadelphia. This grammar is especially rich in exercises and texts, and the grammatical portion is accurate in spite of its unscientific arrangement. For a more thorough-going drill in grammar the Portuguese volume (*Methode Otto-Gaspey-Sauer*), by Louise Ey, is to be recommended. For those who know German, and can spare the time, the monumental work of the Toussaint-Langenscheidt series (*International News Company, New York*) is without equal for self study.

There are various lexicons quite adequate for beginning years, and reasonable in price, such as Vieyra's (Aillaud, Alves & Cie, Paris) and Valdes's (Garnier frères, Paris); however the best of this class is the *Diccionario Portuguez—Ingles* of the *Diccionarios do Povo* series, also published by Aillaud, Alves & Cie). For teachers with a knowledge of French the *Nouveau Dictionnaire français-portuguais et portuguais-français* by Simões de Fonseca (Garnier frères, Paris) is greatly to be recommended. For German students the small and compact Langenscheidts *Taschenwörterbücher der portugiesischen und deutschen Sprachen* is a godsend, especially on account of its treatment of pronunciation.

For beginners, suitable Portuguese texts are scarce, and the only one arranged with vocabulary for English speaking students is the Heath edition (1923) of Taunay's *Innocencia*, a Brazilian novel of great worth. This is an easy text and the vocabulary and grammatical outline are so related that the text can be begun at the outset, in conjunction with the first steps in grammar.

Innocencia can well be followed by one or two of Alencar's novels, say *O Guarany* and *Iracema*. These show each a different phase of the author's talent and supplement each other in the learner's preparation. The former is a romantic novel of a melodramatic sort, while *Iracema* is an Indian idyll, comparable in its conception and poetic beauty to Chateaubriand's *Atala*. We may at this point turn to Portugal and read something of the matchless Eça de Queiroz. *A Cidade E Asserras* is a chef d'oeuvre, while his *O Primo Bazilio* offers more of the social lesson. With the opportunity to study but one of Eça's works, the former is to be recommended. To follow Eça, the great Herculano's *Eurico O Presbyteriano* should be read, and very appropriately after that some of the poetry of Almeida Garrett.

There are of course numerous editions of *Os Lusíadas*, the immortal epic of Luiz de Camões, but I should by all means advise the school edition by Professor Mendes dos Remedios of the University of Coimbra. I am sure that any student arriving at this stage of Portuguese study will not be at a loss where next to turn for reading material, but I cannot refrain from suggesting for collateral reading some of the many volumes of Oliveira Martins. His *Historia de Portugal* is enlightening, simple in style and giving an atmosphere that is most stimulating for further study of Lusitanian life and letters.

For a history of Portuguese literature all students should own the classic work of Professor Theophilo Braga, first president of the Portuguese republic, but for a more practical reference work I should recommend Dr. Mendes dos Remedios's school history of Brazilian literature, published by França Amado, Coimbra. A passable history of Brazilian literature is that of Ronald de Carvalho, *Pequena Historia da Litteratura Brasileira* (F. Briguiet, Rio de Janeiro).

There are of course many other textbooks and texts that could be used with profit, but I believe that a few specific recommendations, as above, will be of more service to the novice desiring to undertake Portuguese study than a more extended and exhaustive outline. If desired, such may be given in a subsequent issue of the BULLETIN.

Pomona College.

MARO B. JONES

Published Recently—1923

EDITION PHONETIQUE AVEC GRAMMAIRE SUPPLEMENTAIRE

Le Premier Livre, 235 Pages, Illustrated, Price \$1.12

Le Second Livre, 253 Pages, Illustrated, Price \$1.12

By ALBERT A. MÉRAS, Assistant Professor of French,
Teachers College, Columbia University, and B. MÉRAS,
Director of Stern's School of Languages, New York.

The new edition of this popular French course has been enlarged by the addition in each book (1) of the phonetic equivalents for each entry in the French-English vocabulary; and by the inclusion of (2) a new Appendix containing a summary of all the grammatical constructions which appear in the book, (3) direct-method exercises, one for each lesson, at the close of the book, and (4) in *Le Premier Livre* a new introductory chapter on Pronunciation which treats the subject from the phonetic point of view.

Mr. Alfred Benshimol, Jefferson High School, Los Angeles, reviews the new edition of Mèras' *Le Premier Livre* in the April (1923) number of the *Modern Language Bulletin*, as follows:

"There are two elements in this book that make it the most acceptable first year book that I have ever used.

"First, the story of the text is 'Sans Famille.' No child ever comes into contact with Remi and Vitalis without being keenly interested in these two characters. But the dogs and the monkey! Certainly these animals alone would make the story worth while.

"Second, and more important for the teacher, are the pictures. Mr. Kerr, the artist, has produced a set of pictures which so well represent the important moments of the story that they serve as convenient centers for review. In each picture there is plenty of action giving opportunity for continuous verb drill. Out of these pictures may be built, with the text as guide, a vocabulary which will serve as a foundation for colloquial French. As a basis for the question-and-answer class-room procedure the actions portrayed in the pictures are of proven worth. Note that these illustrations are not inserted merely as an embellishment to the text, as is frequently done, but they form a series connected by the thread of the story.

"Beyond these two particular features the book contains all the important elements to be found in any other Elementary French text.

"The new edition includes an added chapter on pronunciation, a phonetic transcription of the vocabulary, an appendix containing a complete review of the grammar contained in the book and direct method exercises for each lesson.

"Mèras' *Premier Livre* is what it is intended to be, a 'First Book' and is very well adapted to the needs of our students who must approach the study of French by very short steps."

American Book Company

121 Second Street, San Francisco

[Continued from Page 13]

work of our profession. We all found ourselves improving in our speech and acquiring a real fluency which we hope will become a permanent asset.

After summing up all the delightful experiences and the real hard work of the class-room and having a collection of all our snap-shots, our theater programs, our silver and copper coins and other realia, there still remains in one's mind another intangible something which we prize more than all the rest as the real pearl of great price for which we have spent our time and money.

Hollywood High School.

C. SCOTT WILLIAMS

CONFUSION IN THE USE OF THE TERM "ACCENT" IN FRENCH

French grammarians and phoneticians use the word accent regularly in referring to the orthographic signs called acute, grave, and circumflex accents. They also speak of accented and unaccented vowels and syllables. In his *Aid to French Pronunciation*, p. 64, E. Tilly says: "In French the last syllable of a word is usually very slightly accented." In his *Petite Phonétique Comparée*, p. 28, Paul Passy says: "En Français, l'accent normal n'est pas très marqué; il n'y a pas entre les syllables fortes et les syllables faibles l'opposition qu'on remarque par exemple en Allemand." In his work entitled *A Primer of French Pronunciation*, p. 41, Matzke says: "French unaccented vowels . . . must be pronounced with the same precision as the accented vowels." Many similar statements could be cited. The quotations given above, however, will suffice to show that there is confusion in the use of the term accent in French.

The purpose of this note is to suggest that French vowels be designated merely as acute, grave, and circumflexed, without inserting the word accent. For example, one might say acute *é*, grave *à*, and circumflexed *ê* just as we say mute *e*. Accent could then be used regularly in its etymological sense, namely, to indicate stress.

Stanford University.

OLIVER M. JOHNSTON

LA AURORA

Librería Mexicana

has a large supply of

SPANISH BOOKS AND PERIODICALS

from

SPAIN and MEXICO

Teachers and pupils interested in importations of standard and new material will do well to visit this bookstore or to enter into correspondence. Only 3 minutes' walk from the office of the Association.

611 NORTH SPRING STREET

LOS ANGELES, CAL.

SPANISH ITS VALUE AND PLACE IN AMERICAN EDUCATION

A Symposium of Authoritative Opinion

Issued by the Committee on Information of the American Association of Teachers of Spanish, publishers of HISPANIA.

CONTENTS: The Value and Influence of Spanish Literature; Real and Potential Spanish America; Character of the Spanish Race; Literature in Spanish; Spain in History; Spain Since the Great War; Fine Arts in Spain; Spanish America as a Factor in World Civilization; Economic Latin America and the World War; Latin America Today; Attitude Toward Spanish in France and Germany; Study of Spanish in the United States; Brief Bibliography.

The purpose of this book of 88 pages is to acquaint educators and others with the importance of the study of Spanish by offering them in brief and convenient form facts concerning Spanish race and the value of Spanish literature. The booklet in itself is a valuable addition to the library of any teacher or administrative officer.

The price is 40 cents a single copy; FOUR COPIES for \$1.00, including envelopes for remailing.

Orders should be sent to Alfred Coester, Stanford University, California.

Mention MODERN LANGUAGE BULLETIN when answering advertisements

